

News and Trends

. . . in Adult Education—IMPACT

Margaret Gill

THE American Association of School Administrators (AASA) and the National Association for Public School Adult Education (NAPSAE) are engaged in a three-year adult education demonstration project called IMPACT, financed by a grant from the Fund for Adult Education. A series of sub-grants were made to 16 local school districts to enable each to provide full-time employment for the director of adult education in order that he could work full-time on developing programs of adult general education and education for public responsibility. Coordinator of the IMPACT project is Nathan C. Shaw, Director of Continuing Education, Wayne (Michigan) Community School.

IMPACT, a brochure rich in photographs (\$1.00 single copy from AASA or NAPSAE, 1201 Sixteenth Street, Northwest, Washington, D. C.), is one of three communications for stimulating discussion, study and action on the changing role of adult education in the public schools. For community audiences there is a 15-minute filmograph based on the brochure, which contains examples of what communities have done for elementary and secondary education for all citizens.

IMPACT presents a forceful story, greatly enhanced by photographs, of how public school education is helping direct social change for the task of providing

new types of continuing education for all.

It Can Be Done (\$1.00 single copy from NAPSAE) is a handbook of how-to-do-it suggestions for building an adult education program. Reprints of actual communications used by directors of adult education programs in organizing, administering and publicizing their programs and materials from documents available in the 16 project communities are practical tools for anyone developing adult education programs.

These publications offer evidence that two key purposes of the IMPACT project have been met: schools can stimulate an educational approach to community problem solving; and adult education is a community-school enterprise which must have the cooperation of the top school officials, board of education and directors of adult education in order to have IMPACT.

. . . in Class Size

"Standards for Class Size" (Research Memo 1964-31, September 1964), prepared by the NEA Research Division, is a compilation of an analysis of the current status, trends, recommendations and standards of various educational groups, opinions of teachers and administrators and studies of class size. For any faculty coping with a current solution to the age-old but still unanswerable question,

"What is the *best* class size?" this compilation of various types of information will be readily usable.

. . . in Common and Specialized Learnings

ASCD State units participating in the study of the ASCD Committee on Professionalization of Supervisors and Curriculum Workers will have a valuable resource in *Common and Specialized Learnings for Educational Administrators*, a position paper developed by Van Miller and recently published by the University Council for Educational Administration. This paper relates to preparation programs for elementary and secondary principals, supervisors, assistant superintendents and superintendents—all positions inclusively described as "educational administrators."

The paper is based on the premise that deciding what is to be taught is one of the most difficult problems to be faced in the preparation of educational leaders. Adding to the difficulty are the increases in knowledge about the nature of supervision and administration, the many differing jobs which are generally categorized as educational administration and the ever changing complexity of school organizations.

The organized profession is reminded by the paper that possibilities of service in different supervisory and administrative jobs and increasing awareness by the profession of the larger portion of commonality required by such positions should cause the various administrators to be more aware of their common interests. This recognition calls for a closer cooperation among the professional organizations of administrators, supervisors and other curriculum personnel. The brochure speaks clearly for closer working relationships among these groups in order

that benefits may accrue to the entire profession.

ASCD, the American Association of School Administrators, the Department of Elementary School Principals and the National Association of Secondary-School Principals are participants in the Joint Committee for the Professionalization of Administrators and Supervisors. The Committee, consisting of a public school and a university representative from each group, was organized to study recruitment and selection, accreditations, certification and preparation programs of personnel in the four administrative categories. ASCD members are Gordon Mackenzie, Teachers College, Columbia University, New York, and Harold Wilson, Arlington Public Schools, Arlington, Virginia.

. . . in Subject Matter Supervision

ASCD and the National Council of Teachers of English launched in December an exploratory study of possible joint activities which may be undertaken in the examination of supervision of English. Dissatisfaction with subject supervision has prompted the study.

NCTE representatives are Robert A. Bennett, San Diego City Schools, San Diego, California; Rebecca W. Stewart, Bethlehem Area School System, Bethlehem, Pennsylvania; and Robert F. Hogan, Associate Executive Secretary, NCTE. Representing ASCD are Althea Beery, Cincinnati Public Schools, Cincinnati, Ohio; Charlotte Brooks, D. C. Public Schools, Washington, D. C.; and Robert Alfonso, Associate Secretary, ASCD.

. . . in State Unit Positions

"How Grouping Practices Affect Learning" is a position paper prepared and recently published by Michigan ASCD

and the Research Division of the Michigan Education Association. The flyer contains a brief statement of the beliefs and practices in grouping and includes very effective but brief statements of issues, research on grouping practices, history of the grouping issue and guidelines for making sound decisions about the kinds of grouping to be used in a local school system.

Copies of the position paper are available from MASCD, Michigan Education Association, Box 5007, Lansing, Michigan, in the minimum quantity of 25 copies for \$1.50.

This paper is one in the MASCD series titled "Impact—Education" resulting from work and study of MASCD'ers to promote the education of boys and girls in Michigan.

"Goals for Supervision in Texas" is a report from the TASCSD Study Commission of the same name. In 1961 TASCSD appointed the Commission to study instructional supervision, the role of the person called "supervisor" and the status of the position in Texas schools. To meet this charge questions were examined, during the past three years, regarding the future of the status of supervisors of instruction, the rapid expansion of schools and increasing specialization of personnel, and lack of clarification of the roles of professional personnel.

The report which resulted from many, many meetings and long hours of study and discussion has three parts:

1. Definitions, Beliefs and Responsibilities of Instructional Supervisors (Image of the supervisor)
2. Present Status (Analysis by size of school of tasks and responsibilities of directors of curriculum, including coordinators of curriculum and assistant superintendents for instruction)

3. Major Needs (Philosophy of supervision, professional image, staff adequacy, professional growth for supervisors, separate state allocations, quality preparation programs, revised certification, research stimulation and dissemination, and professional unity).

This is an example of how one state has prepared an image of supervision and spelled out needs or goals for supervisors in nine areas, each of which has specific recommendations for action. As such, the report gives a look to the future, and shows one way to work for improvement of supervision on a state-wide basis.

Information about the study may be obtained from the chairman, Mrs. Lorena Haynes, Edgewood Independent School District, San Antonio, Texas.

—MARGARET GILL, *Executive Secretary, Association for Supervision and Curriculum Development.*

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